Distance Learning Coordination Committee (DLCC)

Opportunities for the EMERC WG

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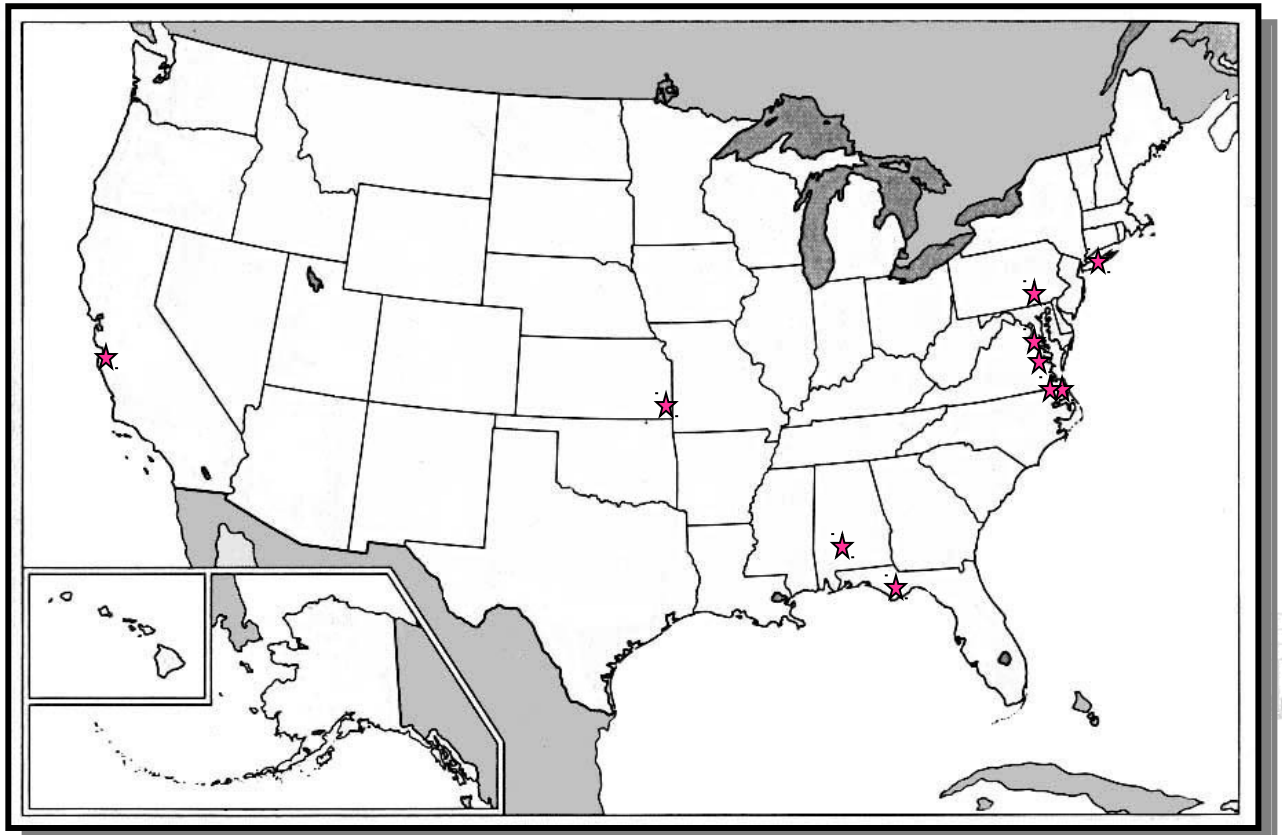
Distance Learning Coordination Committee (DLCC)

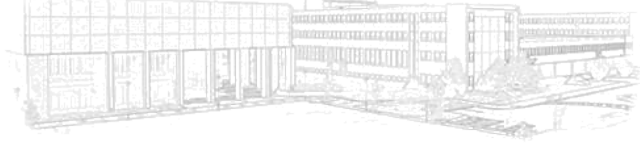
- Joint Professional Military Education (JPME)
  - Service senior schools: War Colleges
  - Service intermediate schools: Staff Colleges
  - Joint schools: National Defense University
- EJPME option



OPMEP Task

The DLCC acts as the primary advising body to the MECC WG on distance learning issues to include: design and methodologies; technology and software; curriculum development; accreditation; education policy; general program administration and management; and other topics as appropriate.

DLCC concept approved by MECC 5 April 2001

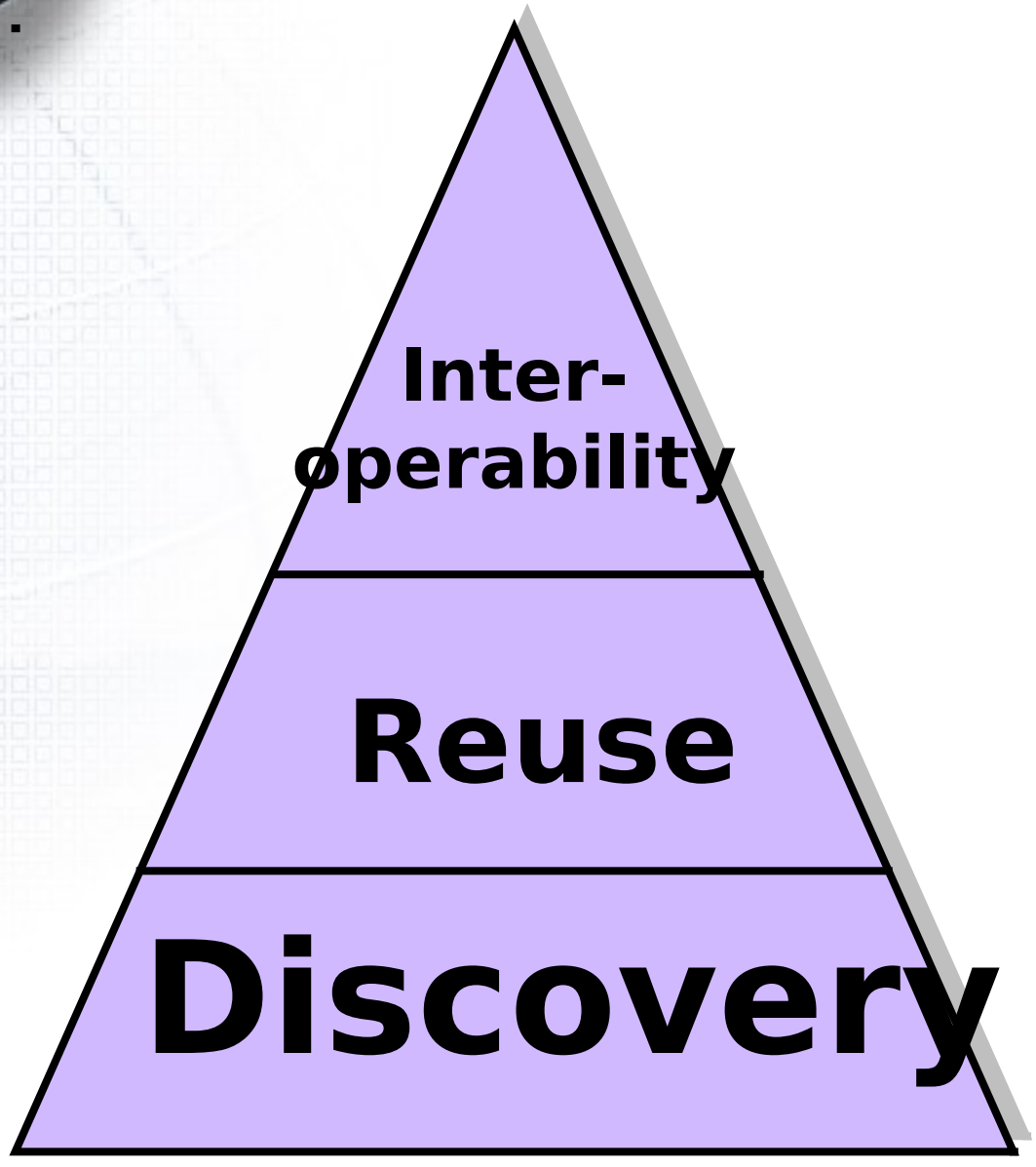


SCORM™

Sharable Content Object Reference Model

A software model that defines the interrelationship of course components, data models, and protocols such that content “objects” are sharable across systems that conform with the same model.

Goals and Outcomes



DLCC Model

- Adopt
- Adapt
- Create

Why did we bother with SCORM?

SCORM “ilities”

Accessibility: The ability to locate and access instructional components from one remote location and deliver them to many other locations.

Adaptability: The ability to tailor instruction to individual and organizational needs.

Affordability: The ability to increase efficiency and productivity by reducing the time and costs involved in delivering instruction.

Durability: The ability to withstand technology evolution and changes without costly redesign, reconfiguration or recoding.

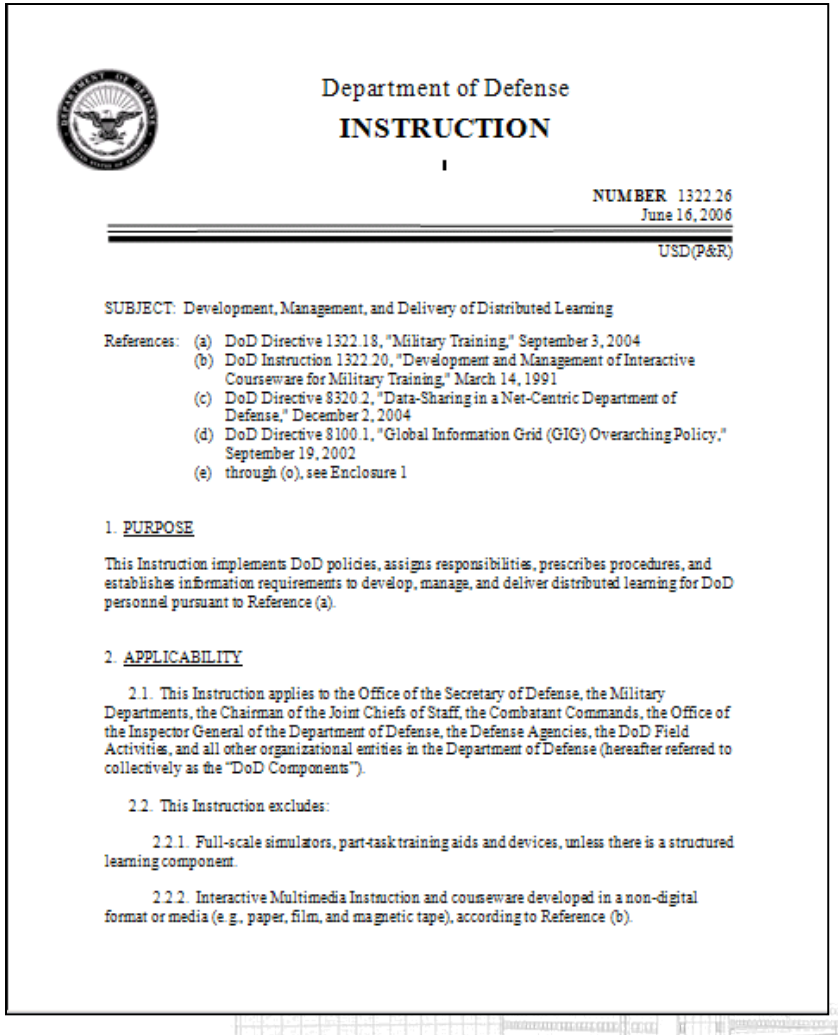
Interoperability: The ability to take instructional components developed in one location with one set of tools or platform and use them in another location with a different set of tools or platform.

Reusability: The flexibility to incorporate instructional

DOD Instruction 1322.26

Development, Management, and Delivery of Distributed Learn

1. Conform with SCORM
2. Perform a front-end analysis (FEA)
3. Tag and maintain content in searchable and accessible repositories
4. Register all content in central ADL-R
5. Search registry as part of FEA
6. Section 508 compliance
7. Comply with intellectual property rights
8. Contractual guidance
9. Legacy content converted at owner's discretion



Department of Defense

INSTRUCTION

NUMBER 1322.26
June 16, 2006

USD(P&R)

SUBJECT: Development, Management, and Delivery of Distributed Learning

References: (a) DoD Directive 1322.18, "Military Training," September 3, 2004
(b) DoD Instruction 1322.20, "Development and Management of Interactive Courseware for Military Training," March 14, 1991
(c) DoD Directive 8320.2, "Data-Sharing in a Net-Centric Department of Defense," December 2, 2004
(d) DoD Directive 8100.1, "Global Information Grid (GIG) Overarching Policy," September 19, 2002
(e) through (o), see Enclosure 1

1. PURPOSE

This Instruction implements DoD policies, assigns responsibilities, prescribes procedures, and establishes information requirements to develop, manage, and deliver distributed learning for DoD personnel pursuant to Reference (a).

2. APPLICABILITY

2.1. This Instruction applies to the Office of the Secretary of Defense, the Military Departments, the Chairman of the Joint Chiefs of Staff, the Combatant Commands, the Office of the Inspector General of the Department of Defense, the Defense Agencies, the DoD Field Activities, and all other organizational entities in the Department of Defense (hereafter referred to collectively as the "DoD Components").

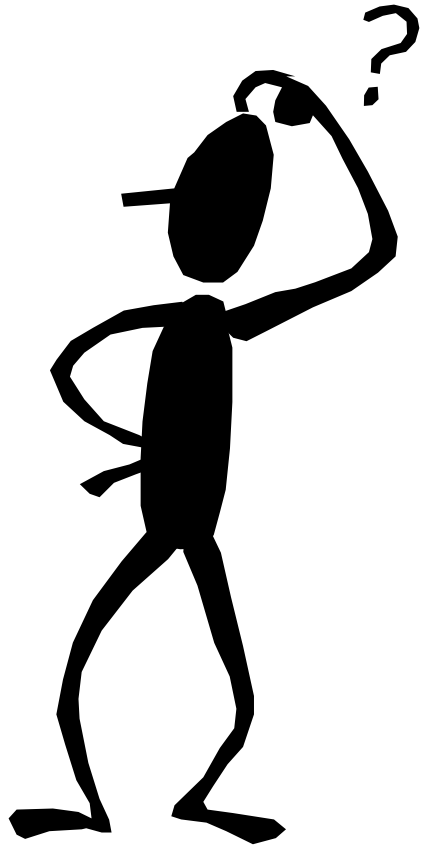
2.2. This Instruction excludes:

2.2.1. Full-scale simulators, part-task training aids and devices, unless there is a structured learning component.

2.2.2. Interactive Multimedia Instruction and courseware developed in a non-digital format or media (e.g., paper, film, and magnetic tape), according to Reference (b).

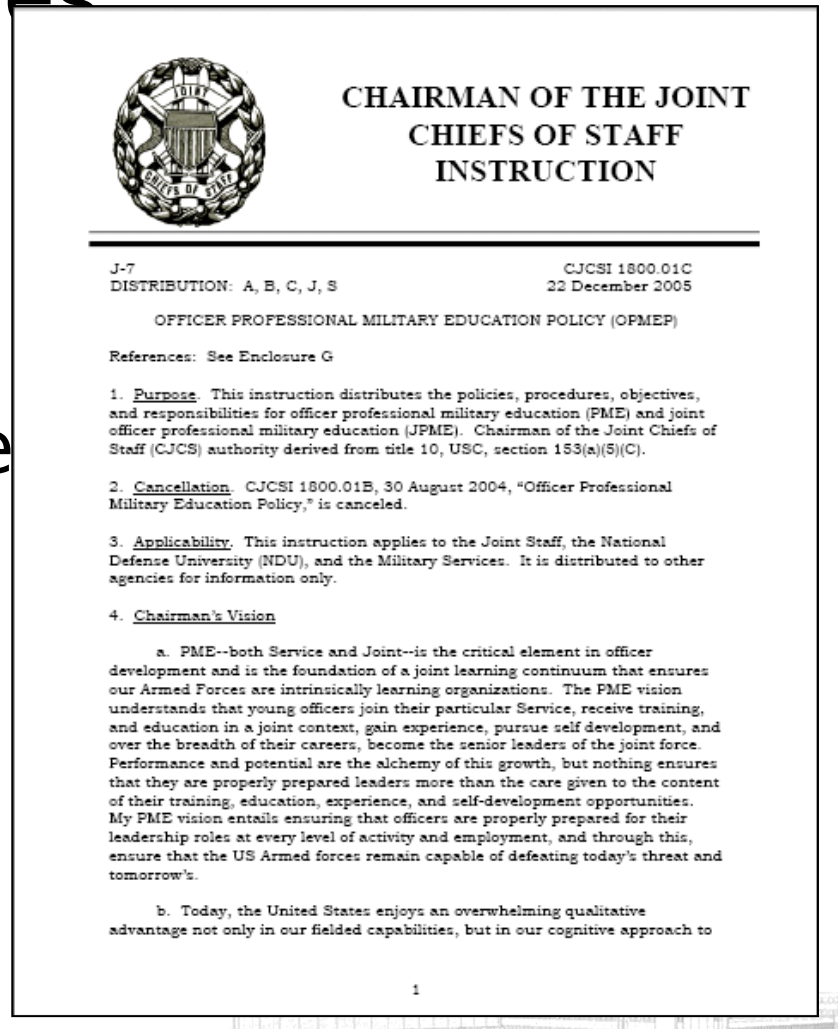
Challenge of SCORM

- Technical standards
- Not ISD standards
- Open to considerable interpretation
  - Tremendous latitude
  - Little programmed compatibility



Potential

- Common learning outcomes
- Two-phase program
  - 4 schools teach Phase I
  - 1 school teaches Phase II
  - 7 schools teach both phase
- Low hanging fruit
  - Service capabilities
  - Famous dead guys
    - Clausewitz
    - Sun Tzu
    - Mahan



CHAIRMAN OF THE JOINT CHIEFS OF STAFF INSTRUCTION

J-7 CJCSI 1800.01C
DISTRIBUTION: A, B, C, J, S 22 December 2005

OFFICER PROFESSIONAL MILITARY EDUCATION POLICY (OPMEP)

References: See Enclosure G

1. Purpose. This instruction distributes the policies, procedures, objectives, and responsibilities for officer professional military education (PME) and joint officer professional military education (JPME). Chairman of the Joint Chiefs of Staff (CJCS) authority derived from title 10, USC, section 153(a)(5)(C).

2. Cancellation. CJCSI 1800.01B, 30 August 2004, "Officer Professional Military Education Policy," is canceled.

3. Applicability. This instruction applies to the Joint Staff, the National Defense University (NDU), and the Military Services. It is distributed to other agencies for information only.

4. Chairman's Vision

a. PME--both Service and Joint--is the critical element in officer development and is the foundation of a joint learning continuum that ensures our Armed Forces are intrinsically learning organizations. The PME vision understands that young officers join their particular Service, receive training, and education in a joint context, gain experience, pursue self development, and over the breadth of their careers, become the senior leaders of the joint force. Performance and potential are the alchemy of this growth, but nothing ensures that they are properly prepared leaders more than the care given to the content of their training, education, experience, and self-development opportunities. My PME vision entails ensuring that officers are properly prepared for their leadership roles at every level of activity and employment, and through this, ensure that the US Armed forces remain capable of defeating today's threat and tomorrow's.

b. Today, the United States enjoys an overwhelming qualitative advantage not only in our fielded capabilities, but in our cognitive approach to

1

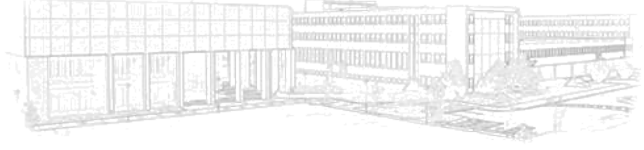
Business Practices

3 levels of agreement:

- Incorporate
- Next Phase
- Reject

Incorporating

- Naming Schema
- Content Granularity
- Content Packaging
- Metadata
- ADL-Registry Client
- Content Labeling
- Course Resources
- Versioning
- Points of Contact
- Reuse Metrics
- Plug-ins
- Repository Access
- Intellectual Property
- 508 Compliance



Next Phase

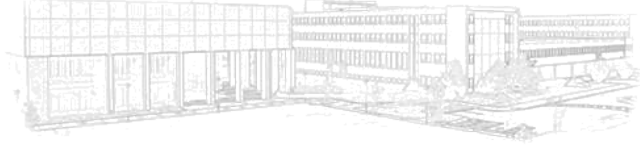
- Sequencing & Navigation
- Style Guide
- GUI
- Taxonomy

Rejects

- Learning Level
- Interactivity Level
- Source Files
- Other Content

Conclusion

- EMERC DLCC Decision:
  - Join DLCC outright
  - Create separate DLCC for EPME
  - Run parallel with JPME DLCC
- Sharing
  - Both DL and in-residence curricula
  - Discoverability



The only thing harder than getting a new idea into the military mind is getting an old one out

B.H. Liddell Hart

Questions